0

Section 1: Safety of myself and others

The recommended learning age for this topic is 7 –14 years.
At the end of this topic the learner may be able to:

* understand that it is important to ensure the their safety and that of others in the event of an emergency
* assist in an emergency by correctly calling for help
* know the information that should be given to the emergency services if they are called to an incident

Link to this topic on our website:

[click here](https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/)

Number of sections within this topic:
3

TOPIC: Helping others and calling for help

Resources and guidance for this session:

**PowerPoint slides numbers:** 1-6

**Activity:** printed copies of hazard spotting sheets (A4) and colour pencils/pens

* Slide 4 aims to help the learner understand that the first thing that needs to be considered, at the scene of an incident, is their safety and that of others. It should be explained that if any harm comes to the person who is assisting, then they could become a casualty too
* Using slide 5 ensure that the learner is familiar with what is meant by the word “hazard”.

This is something that can cause harm to others or continues to harm the casualty e.g. electricity or broken glass etc.

Ask the learner to think of 3 things that could be considered a hazard. Answers can be expanded by questioning what could be done about these hazards to ensure safety.

* **Activity:** Use the PowerPoint to identify and then discuss or download and print out the hazard sheets A4. Learners should identify hazards in the pictures and colour or circle hazards that they identify. Discuss how these hazards could be managed to reduce risk of injury. e.g. move pans away edge of cooker.

Resources and guidance you will need for this session:

**PowerPoint slides numbers:** 7-11

* Provide learners with an understanding that the emergency services that are on offer if you call 999/112. Please ensure you inform learners and discuss why this number is only to be used in an emergency, it should be explained that if a call is made unnecessarily then this can divert lifesaving resources away from a someone that genuinely needs help. It is also useful to give examples of what emergency service may deal with. E.g. unwell casualty, fire, gas leak etc
* This section will also explore the information that we should be able to give to the emergency call operator.
* **Activity:** Quiz your learner and check if they know the address of their home and any other places they frequent- ask them to recite and ensure it is correct. You could role play a phone call to practice and see what information you might give. Discuss what you would do if you were outside e.g. playing in a field.
* Slide 8 uses LIONEL to help remember what information is useful for the emergency call operator.
* Discuss these points and use the key steps on slide 9 to role play a emergency call. Keeping calm and communicating well is essential when seeking emergency help.

Activity: sheet A26 provides a range of scenarios for you to role play and sheet A27 tests knowledge of emergency services.

Resources and guidance you will need for this session:

**PowerPoint slides numbers:** 12-16

* This section will evidence how well the learning outcomes for the topic have been met by the learner.
* Using the Check my learning list on slide 12 to determine the level of skill and confidence gained from topic by asking the learner to score themselves using the topic outcomes.
* Additional activity work could include making a poster that outlines how to make a call to the emergency services (including LIONEL)
* A story board using the given scenarios can be drawn by the learner to include the incident and the actions from the first aider
* Activity: ask your learner questions from the quiz on the next page. There is a quiz sheet for them to complete and mark.

Section 2: Making an emergency call

Section 3: Helping others

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Answer** |
| 1 | Name 3 people who might help you | Various health and social care workers, emergency workers, teaching staff etc  |
| 2 | Which number(s) would you ring to get emergency help? | 999 or 112  |
| 3 | What is the most important thing and something you must always do first, before helping a casualty? | Check for danger or hazards, make sure the area is safe |
| 4 | What word could help you remember the information to tell the call operator? | LIONEL |
| 5 | What do the letters in the word LIONEL stand for?  | Location, Incident, Other services, Number of casualties, Extent of injuries, Location again |
| 6 | Which service would you ask for if there was a:1. Fire
2. A casualty who had hurt their leg
3. A break in
4. A cat stuck up a tree
5. Someone feeling really poorly
 | 1. fire service
2. ambulance
3. police
4. fire service
5. ambulance
 |
| 7 | Why should you never ring 999/112 unless it is an emergency? | If you ring 999/112 as a joke then the operator will send someone to help you, this means that there is no help available for someone who may be ringing 999/112 because they really do have an emergency.  |
| 8 | Name 3 hazards that could be in your house or street |  |

QUIZ

How many correct answers can you get?

|  |  |  |
| --- | --- | --- |
| **#** | **Question** | **Answer** |
| 1 | Name 3 people who might help you. |  |
| 2 | Which number(s) would you ring to get emergency help? |  |
| 3 | What is the most important thing and something you must always do first, before helping a casualty? |  |
| 4 | What word could help you remember the information to tell the call operator? |  |
| 5 | What do the letters in the word LIONEL stand for?  |  |
| 6 | Which service would you ask for if there was a:1. Fire
2. A casualty who had hurt their leg
3. A break in
4. A cat stuck up a tree
5. Someone feeling really poorly
 |  |
| 7 | Why should you never ring 999/112 unless it is an emergency? |  |
| 8 | Name 3 hazards that could be in your house or street.  |  |